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ABSTRACT

A report by the Alabama Committee for the Preparation of Educational Media Personnel summarizes the related literature, defines the role of the media specialist, lists projected terminal and enroute competencies of media specialists, and makes recommendations aimed at improving the professional status of the media specialist. The history and function of the Committee and a summary of its work is given in the foreword. Members of the Committee are listed in the appendix. (MF)

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The Big M In Education

Media Specialist: A Role Defined

ALABAMA COMMITTEE FOR THE PREPARATION
OF EDUCATIONAL MEDIA PERSONNEL

William E. Hug & Thomas E. Miller, Editors

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TABLE OF CONTENTS

PART	*PAGE*
FOREWORD	1
PURPOSES	7
REVIEW OF RELATED LITERATURE	9
ROLE OF THE MEDIA SPECIALIST IN PERSPECTIVE	15
LEVELS OF COMPETENCY	19
RECOMMENDATIONS	27
REFERENCES CONSULTED	30
APPENDIX: MEMBERS OF THE COMMITTEE	37

The importance of the person, the media specialist, herein described cannot be overemphasized. He is not the made-over stereotype of a librarian. Rather, he is a prototype of the future, a person who will function as a facilitator of learning, managing the heart of the school, the learning resources center. The difference in the new teacher and the media specialist will be in management responsibility, not in basic function. Both should facilitate learning. Both should be concerned with the individual. And both must be committed to the betterment of all people through education.

The Big M in Education

MEDIA SPECIALIST: A ROLE DEFINED

ALABAMA
COMMITTEE FOR THE PREPARATION OF
EDUCATIONAL MEDIA SPECIALISTS

1970

William E. Hug & Thomas E. Miller, Editors

Printed by the Learning Resources Center
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FOREWORD

With the growing emphasis upon newer trends, the demand for more librarians over the State, and federal funds for books and non-book materials available to schools, the need for a different kind of professional becomes obvious. The new *Standards for School Media Programs*[1] with its implications for the preparation of media specialists[2] has emerged in response to pressures from changing social concepts developing in conjunction with new technological invention as well as the information and population explosions. In Alabama, the State Department of Education and the institutions of higher learning have realized the need for the preparation and certification of media personnel. Action has already been taken by the Alabama Education Study Commission as indicated in the following recommendations concerning media:

> *It is recommended that certification standards for school librarians be broadened to insure competence in all areas of educational media, including those materials traditionally included in libraries.*

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[1]American Association of School Librarians, American Library Association, and Department of Audiovisual Instruction of National Education Association, *Standards for School Media Programs* (Chicago: the Associations, 1969).

[2]The new *Standards for School Media Programs* define media as "printed and audio-visual forms of communication and their accompanying technology." The *media specialist* in this report not only manages the media program but also incorporates the specific competencies presented in this report.

It is recommended (A) that state universities and colleges institute formal programs of study at the graduate level for the preparation of media specialists and (B) that teacher education programs include adequate preparation in media utilization.

It is recommended that in-service programs be established in the selection, utilization, and evaluation of instructional materials.

It is recommended that funds be made available for the employment of one media specialist and supportive personnel for each 250 students.

It is recommended that coordinating personnel for media services be employed by the State Department of Education.

It is recommended that materials be provided to meet American Library Association—Department of Audio-Visual Instruction Standards.

It is recommended that capital outlay funds be made available for the renovation and construction of media facilities to meet American Library Association—Department of Audio-Visual Instruction standards.

It is recommended that a minimum of nine Regional Media Centers be established, the location and cost of these centers to be determined by a committee of the State Media Associations and representatives of the State Department of Education.[3]

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[3]Alabama Education Study Commission, *Report of Task Force I: The Role and Scope of Public Education in the State of Alabama* (Montgomery: Alabama Education Study Commission, 1968), p. 123.

Stimulated by these actions, the Committee for the Preparation of Educational Media Personnel has proceeded with the conviction that the expanded use of media will contribute to a better education for all children in Alabama. The urgency of this Committee's work is reflected by the fact that its members arranged for the time and expense necessary to attend seven meetings over a fifteen month period. The meetings were one- and two-day sessions with the majority of the work being accomplished by individuals between sessions. The committee meetings were open to all interested persons and were scheduled in

(1) Montgomery, February 12, 1969,

(2) Birmingham, July 25 and 26, 1969,

(3) Montgomery, October 17 and 18, 1969,

(4) Montgomery, November 21, 1969,

(5) Auburn, February 19, 1970,

(6) Mobile, April 8, 1970, and

(7) Montgomery, April 16 and 17, 1970.

Staff members of the State Department of Education, deans and faculty members from Alabama colleges and universities, and the leaders of educational organizations in the State were included in the Committee's membership and have participated in the meetings.

In February 1969 a meeting of persons most directly concerned with the preparation of librarians in Alabama was called by the Director of Teacher Education and Certification, Dr. W. Morrison McCall. Dr. McCall emphasized the need to review the existing college and university programs and to suggest appropriate changes in current certification requirements. This was the first time that State, college, and university personnel involved in the library education programs had ever met to share information about their programs. Interest was high for continuing this dialogue among institutions in order to examine existing programs, to consider ways to improve them, and to establish new guidelines for certification.

In order to determine how this group of interested persons could continue its work, a second meeting to be held in Birmingham was set for July by the State Department of Education and Auburn University. The purpose of this meeting was to discuss a proposal for funds under the Education Professions Development Act to continue the work of the Committee.

By early fall it became apparent that funds were not available. Nevertheless, members of this group believed their work too important to be discontinued. They agreed to meet a third time to establish a working committee and to appoint a chairman. The Committee for the Preparation of Educational Media Personnel was formally organized, and representatives from the State Department, colleges and universities, and from professional organizations were invited to participate. Membership is listed in APPENDIX.

The Committee was organized into a series of task forces. These formulated procedural objectives, developed a work schedule, and proceeded immediately to making a task analysis of the role of a media specialist. Each group met independently and collectively to discuss and refine the identified competencies needed by media specialists and to prepare a list of recommendations based on the need for programs to prepare specialists with competencies identified. This report was prepared by the editorial staff (listed inside, front cover) from work submitted by the task forces.

More specifically, the report proposes a classification of competencies needed by media specialists and a series of recommendations for the improvement of media specialist preparation programs which must provide opportunities for developing these competencies. This report is addressed to

(1) institutions which are now preparing, or planning to prepare media specialists, for use in evaluating their programs and for planning needed improvements,

(2) the State School Personnel Certification Committee for use in the preparation of appropriate guidelines for the certification of media specialists,

(3) other State Department personnel for use in the coordination of activities and financing relating to the preparation of media specialists, and

(4) school boards and administrators for use in the evaluation of the competencies of media specialists on their staffs.

PURPOSES

As this group considered new developments involving librarianship, technological devices, and management theory, the need for coordinating the program for preparing media specialists within the state with national and regional standards became apparent. The exchange of ideas among members of the group led to valuable rapport with a better understanding of terminology and an agreement on work to be achieved by this committee. Through this report the Committee proposes to

(1) increase awareness of the new role and responsibility of the media specialist in the total educational program,

(2) provide justification and opportunity for members of this group to re-evaluate their own purposes and programs and to engage in intellectual analysis for internal growth,

(3) establish a vehicle for standardizing programs,

(4) provide data for producing models from which programs may develop,

(5) suggest a framework for redefining certification standards for media specialists in Alabama at the baccalaureate and graduate degree levels, and

(6) encourage a strong goal-oriented curriculum, free from traditional rigidity, which will attract students into the media specialist program.

REVIEW OF RELATED LITERATURE

In the context of the times, responsible Americans are providing ample testimony that education as it now is must change. Since Sputnik the literature reflects the fact that educators have plunged into a period of innovation and renovation. The open exploration of both content and technique has enabled educators and citizens to clarify their perception of what the school should be. Trends in education demand new roles for the professional and non-professional staff. As a result, the traditional roles of librarian and audio-visual personnel no longer meet the requirements of the modern school.

The focus of the "new school" as reported in the literature will be on the *individual*. The media specialist is in a unique position which enables him to work with individuals (learners and teachers) in order to *facilitate* learning. The fact that prospective media specialists have been guided individually to use resources in order to solve their problems has already oriented them to independent study and individual learning styles. The "new school" is not organized around fixed numbers of students appearing for fixed amounts of time in a traditional classroom, but rather around the requirements of the task to be accomplished. These tasks will be spelled out in behavioral terms and multi-media (multi-sensory) approaches or tracks will be utilized. The student will approach his task as an individual being guided by the teacher and the media specialist. Students will utilize a learning resources center in order to pursue their tasks. Learning resources centers will be the core of the "new schools" with zones of space radiating out in all directions for individual study, small-group work, and large-group activities.

Individuals and agencies are actively involved in clarifying the role of the media specialist in the modern school. Only a small portion of their work has application for this report. Gross inadequacies have been noted during this time when the use of media as a means of implementing learning is rapidly increasing. All instructional strategies (old and new) are encouraging an expanded use of media. Strategies stressing individualized instruction have frequently utilized machines for delivery of all information. Yet, in a time when media are essential to good educational programs

(1) no state requires a course in educational media for certification,

(2) only 35.6% of the college and university graduates in education have completed at least one course in educational media, and

(3) 25% of the professors in schools of education are not using media in their own teaching.[4]

This report not only intends to create an awareness of the role of the media specialist but also to spell out competencies needed for these specialists. Although the findings have not been published, the Media Manpower Project is considering fundamental areas contributing to the necessary competencies for media personnel. Informal communication with this group indicates that they are currently considering two basic areas which are

(1) operations and utilization and

(2) management.

The Research Division of the National Education Association funded by the Knapp Foundation has completed a task analysis of different levels of media personnel including

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[4]Robert E. de Kieffer and Melissa H. de Kieffer, *Media Milestones in Teacher Training* (Washington, D.C.: Educational Media Council, Inc., 1969), p. i.

(1) heads of library media centers,

(2) assistant librarians,

(3) audio-visual specialists,

(4) technicians,

(5) paid clerks and aides, and

(6) district or contract personnel.

This report considers 300 specific tasks performed and tabulates the percentage of time each of the above spends at each task. Areas of basic competency considered are

(1) development of educational programs,
(2) administration,
(3) instruction,
(4) special services to faculty and students,
(5) selection,
(6) acquisition,
(7) production,
(8) preparation of materials,
(9) organization,
(10) circulation,
(11) maintenance, and
(12) clerical and secretarial tasks.[5]

The second phase of the work sponsored by the Knapp Foundation will develop content, organize the content into behavioral objectives, and identify colleges for the purpose of implementing the new instructional programs.

Detailed studies have not been made which specifically develop the role of the media specialist. *Standards for School Media Programs* outlines the duties of the professional staff of a media program in this manner:

> *The professional staff implements the media program by:*

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[5]National Education Association, *School Library Personnel Task Analysis Survey* (Chicago: American Library Association, 1969), pp. 19-79.

Serving as instructional resource consultants and materials specialists to teachers and students
Selecting materials for the media center and its program
Making all materials easily accessible to students and teachers
Assisting teachers, students, and technicians to produce materials which supplement those available through other channels
Working with teachers in curriculum planning
Working with teachers to design instructional experiences
Teaching the effective use of media to members of the faculty
Assuming responsibility for providing instruction in the use of the media center and its resources that is correlated with the curriculum and that is educationally sound. Although most of this instruction will be done with individual students in the media center, some can be presented by teachers and media specialists in the center or in the classroom, with the size of the group to be instructed determined by teaching and learning needs.
Assisting children and young people to develop competency in listening, viewing, and reading skills
Helping students to develop good study habits, to acquire independence in learning, and to gain skill in the techniques of inquiry and critical evaluation
Guiding students to develop desirable reading, viewing, and listening patterns, attitudes, and appreciations
Providing teachers with pertinent information regarding students' progress, problems, and achievements, as observed in the media center
Acting as resource persons in the classrooms when requested by the teachers
Serving on teaching teams. The activities of the media specialist include acting as a resource consultant for teachers, designing media, and working directly with the students in their selection and evaluation of materials and in their research and other learning activities. Where the size

of the media staff permits, the media specialist would be a full-time member of the teaching team.
Making available to the faculty, through the resources of the professional collection, information about recent developments in curricular subject areas and in the general field of education
Supplying information to teachers on available in-service workshops and courses, professional meetings, and educational resources of the community.[6]

Although the work of other groups has proven valuable, the Committee had to undertake the task of relating these and other materials to the role of the media specialists. The most valuable resource was the collective experiences of the professionals undertaking this project.

This report does not imply that colleges or universities educating media personnel should narrowly define a set of skills to impart and measure. Since the nature of the true professional includes the continuing struggle for improvement, this committee agreed to define *Terminal Competencies* in order to accommodate this concept. In other words, professionals can always improve in the *Terminal Competencies* considered.

The Committee felt that a real danger lurks in those studies which present only narrowly defined tasks to be accomplished. Therefore, the Committee not only considered those tasks a media specialist is doing but also what a media specialist should be reasonably expected to contribute to the total educational program.

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[6]American Association of School Librarians, American Library Association, and Department of Audiovisual Instruction of National Education Association, *Standards for School Media Programs* (Chicago: the Associations, 1969), pp. 8-9.

ROLE OF THE MEDIA SPECIALIST IN PERSPECTIVE

The emerging role of the media specialist is in direct response to the increased awareness of the function of media in today's schools. However, current perceptions of what comprises media are frequently too limiting, polarized by individual experiences in traditional libraries and outmoded divisions of audio-visual instruction. Teachers and administrators persist in thinking of media as those materials that can be checked out from a room down the hall or from some central collection. Films, for example, are typically used because they are available not because they are programmed as an integral part of the curriculum.

Specific media should be employed because they are the most effective means of approaching the learning task. In the broadest sense media include all channels of communication utilized in any particular activity. They are specified by the teaching-learning system in conjunction with the specific roles assigned to students and teachers in order to achieve objectives.

The media specialist must function as an integral part of the teaching-learning team. In such a capacity, the media specialist must assume as one of his prime responsibilities the evaluation of the

(1) instruction,

(2) management,

(3) organization and circulation,

(4) design and preparation, and

(5) selection and acquisition systems of the media program in relation to the needs of the total school as well as the evaluation of the

(6) pacesetting and innovative instruction systems in relation to their potential use and application in the total school program.

The key position of the media specialist is essential to new concepts such as continuous progress, individualized instruction, team teaching, and differentiated staffing. All new educational patterns specify and integrate the use of media. Generally speaking, activities appropriate for modern instructional strategies should

(1) specify entry behavior,

(2) spell out what a student is to do after completion of the teaching-learning activity,

(3) begin with a pretest,

(4) use media in conjunction with individual and group activities as a means of obtaining performance objectives (2 above), and

(5) measure terminal behavior in order to evaluate the effectiveness of the teaching-learning sequence, not the learner.

The point is that each of these five areas demands a cooperative approach in the development of the instructional system employed.

The media specialist's position is defined within the organizational configuration of the school as well as in relation to other professionals and para-professionals in media. For example, larger districts may employ a media director or a head of a media center with several

media specialists working with a number of para-professionals--resource aides, production specialists, photographers, catalogers, clerks, technicians, etc.

When the media specialist's position is viewed in relation to other media personnel, it may be described as the *basic professional* competency. After the needed competencies and the time for obtaining these competencies are considered, the preparation of personnel seems to focus most realistically on the earning of a master's degree in addition to a teaching credential. This level of preparation may be considered *terminal* (in the same sense that the corresponding teaching credential is considered terminal) as well as *basic* for professionals desiring to seek positions with more responsibility.

The expanded use of media and the contributions media specialists can make to the total educational endeavor are dependent upon the profession's ability to recognize and utilize the potential of each. Defining and redefining roles in relation to new standards of certification are necessary steps to the professional improvement of the librarians and audio-visual personnel in Alabama and elsewhere. The thousands of media specialists needed on all levels--local, county, district, state, college, university--attest to the urgency to redraw standards which incorporate the competencies expected.

LEVELS OF COMPETENCY

The final test or *Terminal Competency* expected of a media specialist is his demonstrated ability to make value judgments about media programs by applying internal[7] and external[8] criteria. This evaluation process is vital to any goal-oriented program since evaluation enables the media specialist to:

(1) assess goal attainment,

(2) make appropriate decisions,

(3) project long-range needs, and

(4) formulate requests for program support.

The complex process of evaluation is based on the ability of the media specialist to apply what he understands and to analyze and synthesize[9] data in such a way that the entire program can be quantified for the purpose of evaluation, and hence, decision making.

Terminal Competencies require the application, analysis, and synthesis of *Enroute Competencies*. *Enroute*

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[7]*Internal criteria* are those cooperatively formulated by the operating unit usually involving the superintendent, building principal, lead teachers, and media specialist.

[8]*External criteria* are those standards formulated by state, regional, and national agencies.

[9]Usage of evaluation, understanding (knowledge and comprehension), application, analysis, and synthesis based on Bloom's *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain.*

Competencies are activities in which media specialists will be routinely engaged. *Terminal Competencies* are employed in the policy-making process. For example, the media specialist must be competent in the evaluation of his management system *(Terminal Competency)*. Contributing *Enroute Competencies* involve his ability to analyze the

(1) arrangement of furniture, space, and materials,

(2) effectiveness of schedules,

(3) assignments of work load to para-professionals,

(4) appropriateness of operating policies, etc.

Detailed expertise needed for specific operations varies. Therefore, competencies are not meant to stand as equals since some will be emphasized over others to meet the needs of specific programs. *Enroute Competencies* are in a constant state of change, evolving in order for *Terminal Competencies* to be more fully realized.

Task Analyses are considered the step-by-step procedure for performing specific operations. For example, an *Enroute Competency* is to specify the steps necessary in processing a book. The minute details in processing comprise the *task analysis* and are omitted from this report.

The remainder of this section consists of specifying six *Terminal Competencies* with *Enroute Competencies* immediately following. *Terminal Competencies* are the evaluation of the

(1) instruction,

(2) management,

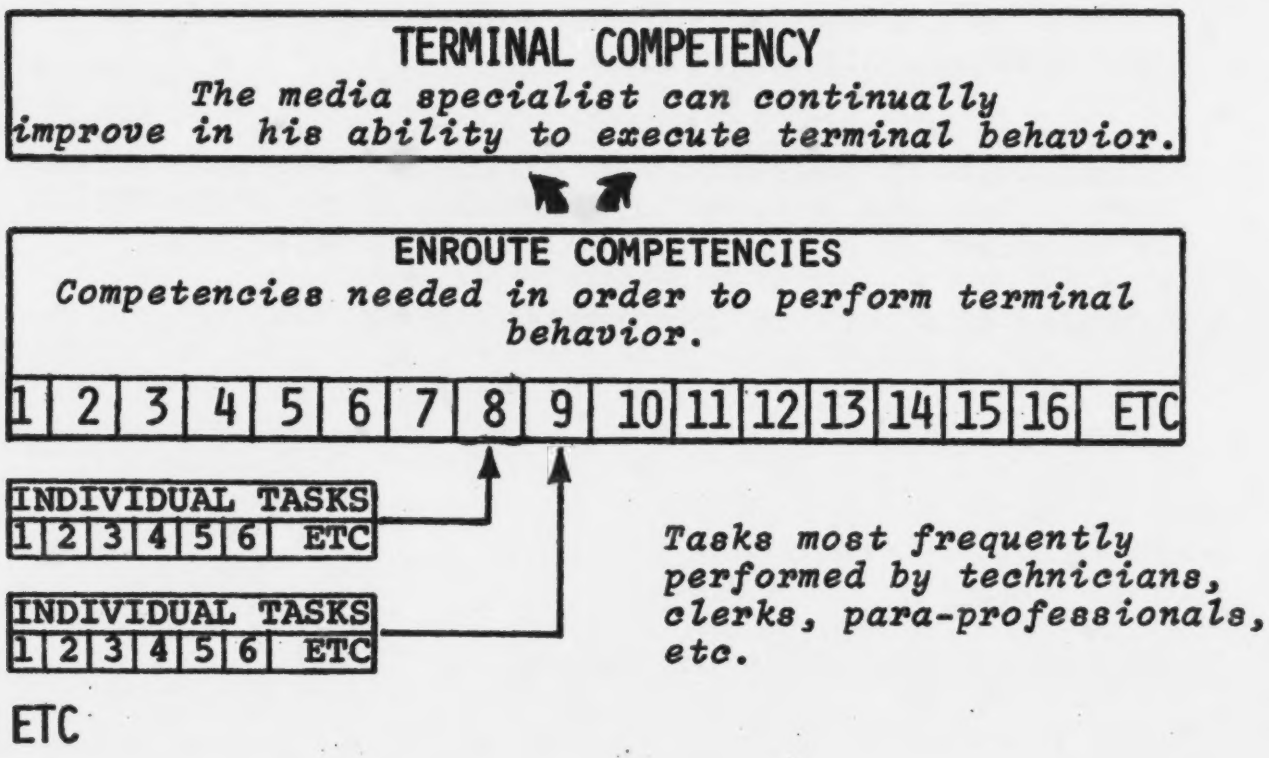
(3) organization and circulation,

(4) design and preparation, and

(5) selection and acquisition systems of the media program in relation to the needs of the total school as well as the evaluation of the

(6) pacesetting and innovative instruction systems in relation to their potential use and application in the total school program.

The committee is cognizant of the fact that certain *Enroute Competencies* are repeated under different *Terminal Competencies*. This apparent repetition tends to disappear when each *Enroute Competency* is considered in relation to the *Terminal Competency* under which it exists. Although *Terminal Competencies* are written on the evaluation level and in relation to the total school program, both *Terminal* and *Enroute Competencies* outlines are appropriate for media specialists working on all levels--school, district, county, state, or industry.


TERMINAL COMPETENCY
The media specialist can continually improve in his ability to execute terminal behavior.
ENROUTE COMPETENCIES
Competencies needed in order to perform terminal behavior.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 ETC
INDIVIDUAL TASKS
1 2 3 4 5 6 ETC
INDIVIDUAL TASKS
1 2 3 4 5 6 ETC
Tasks most frequently performed by technicians, clerks, para-professionals, etc.
ETC

INSTRUCTION: Terminal Competency

Evaluates the instruction system of the media program in relation to the needs of the total school

Enroute Competencies

✓ Assists staff in determining appropriate resources for meeting instructional objectives

✓ Instructs staff in the preparation and repackaging of resources to better meet curricular and user requirements

✓ Informs staff of trends in instructional systems, innovating schools and innovative practices, technological developments, and techniques for adapting and using media

✓ Promotes the use of the effective techniques of information dissemination

✓ Prepares workshops, formal presentations, informal discussions, newsletters, displays, demonstrations, etc., for the purpose of disseminating information and arriving at operational procedures

✓ Guides students in information searches

✓ Teaches students to use reference tools

MANAGEMENT: Terminal Competency

Evaluates the management system for the media program in relation to the needs of the total school

Enroute Competencies

✓ Applies appropriate management technique

✓ Participates in professional meetings, serves on committees, and maintains active membership in related professional organizations

- ✓ Collects data in order to prepare for anticipated changes in the media program
- ✓ Projects long-term needs
- ✓ Directs the development of policies and operational procedures for the media program
- ✓ Interprets policies and operational procedures
- ✓ Prepares reports based on statistical data, direct observation, and expert opinion
- ✓ Formulates task descriptions for media personnel
- ✓ Prepares an analysis of functions and supporting operational components of the media program for the purpose of decision making
- ✓ Establishes and manages system for the selection, acquisition, production, classification, circulation, and maintenance of media
- ✓ Organizes and advises media clubs
- ✓ Maintains the media budget
- ✓ Determines priorities
- ✓ Informs faculty and administration of media-related legislation
- ✓ Initiates projects and proposals related to media for research and program development
- ✓ Coordinates the media program of the school system with national, regional, and state organizations
- ✓ Interviews and makes recommendations for staff appointments

ORGANIZATION AND CIRCULATION: Terminal Competency

Evaluates the organization and circulation system of the media program in relation to the needs of the total school

Enroute Competencies

✓ Formulates policies and procedures for processing, classifying, cataloging, displaying, storing, maintaining, circulating, inventorying, and collecting media

✓ Organizes collection to support the curriculum

✓ Compiles catalogs, bibliographies and other listings of media

✓ Insures easy access of collection to the user population

MEDIA DESIGN AND PREPARATION: Terminal Competency

Evaluates the design and production system of the media program in relation to the needs of the total school

Enroute Competencies

✓ Establishes policies and procedures for the preparation of media

✓ Plans and provides means (space, facilities, personnel, supplies, guidance) for the design and preparation of media

✓ Collects information and makes cost analyses between possible production techniques

✓ Works with staff in the preparation of instructional sequences utilizing appropriate media

✓ Applies principles of product development to the preparation of media

✓ Redesigns mediated instructional systems in response to performance data

SELECTION AND ACQUISITION: Terminal Competency

Evaluates the selection and acquisition system of the media program in relation to the needs of the total school

Enroute Competencies

✓ Formulates policies and procedures for the selection and acquisition of materials

✓ Locates and maintains sources of appropriate media

✓ Arranges for media preview and selection activities

✓ Obtains selected materials

✓ Develops a system for the evaluation of media

✓ Maintains media evaluation reports

✓ Determines adequacy of collection

INNOVATION: Terminal Competency

Evaluates pacesetting and innovative instruction systems in relation to their potential use and application in the total school program

Enroute Competencies

✓ Participates in curriculum planning

✓ Assists in the preparation of learner objectives, instructional sequences, and the evaluation of entry, enroute, and terminal behaviors

✓ Cooperates with staff in the designing of new instructional systems

- ✓ Adapts promising new systems of instruction into proposals for implementation
- ✓ Gathers and disseminates information about innovating schools and innovative practices
- ✓ Promotes continuous progress, individualized instruction, team teaching, and differentiated staffing
- ✓ Uses multi-media to fulfill instructional objectives
- ✓ Advises curriculum workers of the appropriate use of filmstrips, programmed instruction, single concept films, realia kits, 16mm films, study prints, audio and video recordings, etc.
- ✓ Analyzes the function of the media staff in relation to new programs

RECOMMENDATIONS

The major thrust of the recommendations is that of improving the professional status of the media specialist by

(1) redefining certification,

(2) improving the professional image, and

(3) evaluating and redesigning established programs.

Implementation of these recommendations must be the joint effort of all agencies concerned with the preparation and certification of media specialists. Included among these groups are

(1) institutions preparing media specialists,

(2) the State Department of Education,

(3) the State Certification Committee, and

(4) boards of education and school administrators.

RECOMMENDATIONS TO INSTITUTIONS PREPARING MEDIA SPECIALISTS

✓ Recognize and promote a better understanding of the role of the media specialists in modern education.

✓ Recognize the need to expand school media programs as well as the need to expand the professional role of the media specialist.

- ✓ Evaluate existing programs for the preparation of media specialists in respect to competencies expected
- ✓ Plan for the revision of existing programs (or initiation of new programs) to provide needed media specialists with competencies commensurate with their leadership role
- ✓ Provide staff, materials, and facilities in order to demonstrate strategies advocated in the media training program
- ✓ Employ evaluation techniques which adequately sample recommended competencies
- ✓ Study media competencies needed by teachers and administrators and set up minimum requirements for certification
- ✓ Provide broad opportunities for pre-service and in-service experience for students and faculty
- ✓ Cooperate with other institutions in Alabama in order to provide a strong program for media specialists

RECOMMENDATIONS TO THE STATE DEPARTMENT OF EDUCATION

- ✓ Recognize and promote a better understanding of the role of the media specialist in modern education
- ✓ Recognize the need to expand school media services as well as the need to expand the professional role of the media specialist
- ✓ Cooperate with institutions preparing media specialists in a statewide effort to increase opportunities for in-service training of practicing media personnel
- ✓ Establish a dialogue with other state departments of education for the purpose of improving the professional image as well as improving the training program for media specialists within Alabama

- ✓ Identify funds available for the support of expanding media programs in institutions within the state preparing media specialists
- ✓ Provide funds for the employment of media specialists and for support of media programs

RECOMMENDATIONS TO STATE CERTIFICATION COMMITTEE

- ✓ Recognize and promote a better understanding of the role of the media specialist in modern education
- ✓ Recognize the need to expand school media programs as well as the need to expand the professional role of the media specialist
- ✓ Revise certification guidelines to indicate appropriate competencies for temporary and full certification
- ✓ Employ a system for monitoring appropriateness of subjects offered in relation to competencies required for media specialists
- ✓ Cooperate with institutions preparing media specialists in a statewide effort to increase opportunities for in-service training of practicing media personnel
- ✓ Encourage boards of education to adjust salaries commensurate with professional training and increased responsibilities of the media specialist
- ✓ Revise certification for teachers and administrators to include a minimal competency in media

RECOMMENDATIONS TO BOARDS OF EDUCATION AND SCHOOL ADMINISTRATORS

- ✓ Recognize and promote a better understanding of the role of the media specialist in modern education

- ✓ Recognize the need to expand school media services as well as the need to expand the professional role of the media specialist
- ✓ Cooperate with institutions preparing media specialists in a statewide effort to increase opportunities for in-service training of practicing media personnel
- ✓ Adjust salaries to reflect the training necessary and leadership expected of media specialists
- ✓ Delegate appropriate responsibility to the media specialist commensurate with his expanded role
- ✓ Provide funds for the employment of media specialists and for support of media programs

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APPENDIX

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